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ABSTRACT

The purpose of Project Update was to design and implement resource assistance activities to get 310 special projects into the hands of the adult basic education (ABE) classroom teacher and to provide inservice activities to ABE practitioners in Central Indiana. An advisory committee was established to counsel project personnel. To keep ABE personnel informed of statewide 310 projects and other innovative practices in adult education, these activities were completed: publication and distribution of a description of 310 special projects and a newsletter, workshops, project presentations and/or displays at conferences and workshops for adult educators, and establishment of cooperative relationships with existing resource centers. Other services were implemented to link ABE teachers with information sources and to encourage sharing of ABE ideas and methods, including dissemination of an annotated collection of resources, technical assistance, development of bibliographies relevant to ABE, establishment of an idea bank, and publication of an idea book. (Appendixes, amounting to over one-half of the report, include a sample workshop agenda, groups and agencies with which collaborative relationships were established, a sample of the annotated collection of resources, and other sample project materials.) (YLB)

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FINAL REPORT
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PROJECT UPDATE

A TEACHER TRAINING PROJECT

FUNDED BY A GRANT FROM THE

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

DIVISION OF ADULT AND COMMUNITY EDUCATION

UNDER SECTION 310 OF THE ADULT EDUCATION ACT,

P.L. 91-230 AS AMENDED

GRANTEE: INDIANAPOLIS PUBLIC SCHOOLS
ADULT BASIC EDUCATION
EDUCATION CENTER ROOM 601F
120 EAST WALNUT
INDIANAPOLIS, INDIANA 46204

PROJECT DIRECTOR: HAROLD WILSON

PROJECT COORDINATOR: TIMMIE STEINBRUEGGE

PROJECT ASSISTANT: MARY HARPER

CE 034059

TERMINATION: JUNE 30, 1982

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ABSTRACT

Project Update: The ABE Information Center is a service center dedicated to meeting the professional needs of adult educators in Central Indiana. This project is an information collection and dissemination system specializing in 310 project results and innovative program practices.

Project Update provides assistance to local programs for the implementation of 310 projects/products developed in Indiana as well as disseminates information and ideas on new trends and ideas in adult education. Project Update's offerings are:

Workshops

Maintenance of a Resource Collection

Newsletter

Technical Assistance as Requested

Bright Ideas - a collection of teaching ideas by ABE teachers

A Directory of Handouts for Classroom Use

A Directory of 310 Projects Developed in Indiana

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INTRODUCTION

The main purpose of Project Update: The ABE Information Center is to design and implement resource assistance activities which would enhance state and local efforts to disseminate 310 projects developed in Indiana. There is evidence that the results of special 310 projects have not been widely used by ABE programs in Indiana. This project also addresses the problem of the many training difficulties related to the nature of the ABE programs in Central Indiana. These problems include the great variances in ABE teachers needs, adult education experience, working hours, staff turnover and the program funds available for individual professional development. Project Updates' goal to develop a system to get 310 special projects into the hands of the ABE classroom teacher and to provide in-service activities to ABE practitioners in Central Indiana was met through achievement of the following objectives:

1. To design and develop an effective system to shorten the time between the development of special projects and the widespread awareness and utilization of these projects by teachers in the field.

2. To design a plan to initate a comprehensive special projects dissemination system for the specified geographical area to be served.

3. To establish an advisory committee who will assist in the implementation of the projects goals through-

out the term of this grant.

4. To keep the ABE teachers abreast of significant, specific, practical and up-to-date information on all aspects of statewide 310 projects and other innovative practices in ABE.
5. To link ABE teachers with sources that can provide answers to specific inquiries.
6. To encourage the sharing of ABE teaching experiences, expertise, ideas and methods.

DESIGN

The purpose of this project is to demonstrate that Project Update: The ABE Information Center is an effective dissemination and service center which will increase the utilization of 310 special projects as well as other innovative program practices. The following activities were designed to develop outcomes which related to the project objectives:

1. This project will develop a needs assessment instrument which will function as a link between classroom teachers and statewide special projects. The needs assessment will establish an adequate data base. (included in appendices)
2. The personnel in the programs to be served will be contacted, given a brief overview of special projects, (orientation training) and will be asked to respond to the needs priority instrument produced in activity one.
3. Teacher's needs and interests will be prioritized and converted into objectives. In-service programs will be developed and personnel made available to conduct the workshops. Teachers are expected to proceed only through those training activities which meet their diagnosed needs and interests.
4. Teachers will have an increased awareness of the special projects and will be able to determine which project would be appropriate for his/her class.
5. Conduct workshops to introduce 310 project results that ABE teachers are especially interested in, as

indicated by the needs assessment.

6. Teachers will be supplied with materials from the special projects to implement in their own classroom and will be instructed in ways to fit the materials in their own classes.
7. Follow-up sessions with individual teachers will be held throughout the program year to give futher assistance to the local programs to be served.
8. Select and contact four persons currently involved in ABE programs to serve on the advisory committee.
9. The service team will use periodic general mailings, handouts on request and the telephone to communicate items of interest to ABE teachers as they arise. (see Handouts on Request Directory in appendices)
10. Interim working papers to describe current special projects that are being conducted and of immediate interest to teachers will be disseminated.
11. Techniques and materials received by the project staff from papers delivered at local and national conferences will be shared with classroom teachers.
12. The service team will contact 310 projects nationwide; ask them to send final reports and copies of any products they produces.
13. Make arrangements to fully utilize and coordinate the services of other ABE resources centers if funded (in order to prevent needless duplication of effort).
14. Cooperative relationships will be established among existing resource centers (local and national) to

help formalize and expand the scope of this project.

15. Establish an ABE "teacher idea bank." Teachers will describe their most successful methods and techniques in sufficient detail for other teachers to use. These ideas will be collected, edited and significant contributions put into a usable format. This idea bank will be disseminated to teachers in the area to be served. (See "Bright Ideas" sample in appendices)

ABE PROGRAMS SERVED

Anderson

Blue River (Shelbyville)

Central Nine (Greenwood)

Crawfordsville

Edinburg

Elwood

Fayette (Connersville)

Frankfort

Greenfield

IPS (Indianapolis)

Indiana Women's Prison (Indpls)

Indiana Vocational Technical (Lebanon)

Dept. of Corrections (Indpls.)

Jay County (Portland)

Kokomo

Lafayette School Corp.

Lafayette Reading Academy

Marion

Martinsville

Mount Vernon Community Schools (Fortville)

Muncie

New Castle

Noblesville

Greencastle

Richmond

South Vermillion (Clinton)

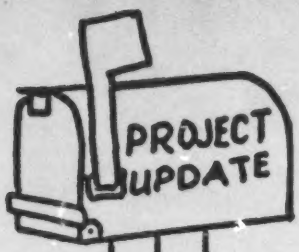
Spencer (Owen)

Terre Haute

West Central Joint Services (Bridgeport)

The following have benefited and will continue to benefit indirectly as a result of this project:

1. The students enrolled in the programs served.
2. Other surrounding programs who have and will continue to use the materials developed by this project.



Project Update

Marion*
*Kokomo
*Lafayette
*Portland
*Frankfort
Elwood*
*Muncie
Anderson
*Crawfordsville
Noblesville *
*Lebanon
*Newcastle
*Fortville
Richmond*
*Clinton
Indpls
*Greenfield
Connersville
*Greencastle
Greenwood
Shelbyville
Martinsville
Terre Haute
*Edinburg
*Spencer

RESULTS

The following activities were completed for each proposed objective -

Original Project Objectives and Documented Progress of Each Objective

Project Update's goal to provide useful information and resource materials to ABE practitioners in Central Indiana was met through the achievement of the following objectives:

Objective One - Achieved

To design and develop an effective system to shorten the time between the development of special projects and the widespread awareness and utilization of these projects by teachers in the field.

Activities completed to meet objective one:

1. Project staff developed and printed the booklet, Special Delivery: 310 Projects in Indiana, which served both as a needs/interest assessment as well as an orientation to 310 special projects conducted in Indiana. (Appendix A.)
2. The ABE personnel in the service area were personally contacted and given an orientation to 310 projects and asked to respond to the needs priority instrument produced in activity one. The tabulated results gave an excellent idea of teacher awareness and interests in 310 special projects.
3. Assisted personnel in selecting 310 resources suitable to their needs.
4. Personnel in the service area were contacted and provided information about Project Update's services and resources and encouraged to utilize those services.
5. Project Update communicated to ABE personnel the advantages of the 310 resources available.
6. Conferred with other resource and dissemination agencies to identify effective dissemination techniques.
7. Collected and maintained a shelf collection and published listing of reports and products of completed Indiana 310 projects.
8. Established and maintained a mailing list of 245 ABE practitioners in Central Indiana.

Objective Two - Achieved

To design a plan to initiate a comprehensive special projects

dissemination system for Central Indiana.

Activities Completed to Meet Objective Two:

1. ABE Teachers needs and interests were prioritized and converted into objectives.
2. Effected delivery of 310 resources to ABE personnel staff via regional workshops. (See Appendix B for workshop sample schedule and agenda)
3. Upon request teachers were supplied with 310 projects to implement in their own classroom and were instructed in ways to adapt the materials to their classroom situation.
4. Provided 310 project information and technical assistance to local programs requesting it.

Objective Three - Achieved

To establish an advisory committee who will assist in the implementation of the project goals throughout the term of this grant.

Activities Completed to Meet Objective Three:

1. An advisory committee was empaneled to counsel the project on ways to eliminate duplication and to facilitate Project Update's goals.
2. An advisory committee with the following make-up was selected.

   One ABE teacher

   One teacher of handicapped

   One teacher aide

   One ABE Counselor

   One ESL teacher

3. During the period of July 1 - March 1, project personnel and the advisory committee met at three specific times to share concerns, disseminate information, analyze progress, plan activities to meet regional needs and coordinate all activities of the project.

Objective Four - Achieved

To keep ABE personnel in Central Indiana informed of significant, specific, practical and up-to-date information on all aspects of statewide 310 projects and other innovative practices in adult education.

Activities Completed to Meet Objective Four:

1. Published and distributed five issues of The Mailbox, a newsletter of people and events in ABE. The five issues were mailed to the 245 persons in the service area. Topics featured in each issue were:
    1. Project Update - Its New Beginnings
    2. ABE/ESL Teaching Techniques
    3. Spotlight on Teachers
    4. Microcomputers in Education
2. Developed a general awareness - raising of information and a feeling of comradeship among ABE teachers via the newsletter. The Mailbox is published as an information sharing resource.
3. Made project presentations and/or displays at conferences and workshops for adult educators.
4. Cooperative relationships were established with existing resource centers (local and national) to help expand the scope of this project. These linkages provided mutual

assistance and were the best way of assuring that specific groups and agencies are familiar with Project Update. (See Appendix C for the groups and agencies with which Update has worked.)

5. Contacted approximately 300 publishers and relayed information about commercial materials to teachers and directors in the service area.

Objective Five - Achieved

To link ABE teachers with sources that can provide answers to specific inquiries.

Activities Completed to Meet Objective Five:

1. Prepared, printed and disseminated an annotated collection of 457 resources titled "Handouts on Request" (See Appendix D for sample.)
2. Provided information, documents and resources to ABE personnel in response to requests. Client groups and services are displayed pages 17-20, Analysis of Evaluative Findings.
3. Distrubuted unsolicited information to selected audiences. The Project Coordinator is aware of special interests of ABE personnel in the service area because of the one-to-one contact with the teachers being served. As information related to those interests is observed, copies were made and materials sent to those individuals.
4. Clients needing programmatic information were linked to specific programs or individuals that were identified

through Update's information collection system.

5. Special bibliographies relevant to adult education were prepared and disseminated.
6. Facilitated ABE personnel's use of alternative resources.

Objective Six - Achieved

To encourage the sharing of ABE teaching experiences, expertise, ideas and methods.

Activities Completed to Meet Objective Six:

1. An ABE "idea bank" was established whereby a teacher could describe his/her most successful classroom methods and techniques in sufficient detail for other teachers to use.
2. The idea bank format was developed and disseminated to each Update participant. (See Appendix E)
3. Ideas were collected, edited and put into a publication entitled Bright Ideas. When completed, this collection will be disseminated to each service area participant. The idea book contains activities to encourage creativity in the ABE classroom as well as serving as an excellent teaching aid and source of supplementary materials. This final product will not require inservice training in order to be used.

Analysis of Evaluation Findings

An important daily measure of the success of the project is the utilization of its resources. A daily log of project activities as well as performance records were maintained throughout the project period. Summaries of these records are reported on the following pages. Analyses of service records revealed that the dissemination strategies and activities employed throughout the project did enable Project Update to achieve the objectives as set forth in the 1981-82 proposal.

Workshop evaluation is composed of four elements: 1) teacher or participant evaluation 2) project staff evaluation 3) consultant's evaluation 4) follow-up evaluation. The follow-up evaluation is used by the participants, after the new skills and knowledge have been utilized in the classroom to evaluate the effect that the workshop has on actual classroom performance. All evaluations are compiled for the final workshop report along with workshop cost analysis. These are housed in the resource center and are available for teacher perusal.

Evaluation of the project also included:

--regular staff meetings

--review of the internal evaluation of each activity

--personal contact with the teachers and directors served by the project

--monitoring visits by the State Department of Public Instruction

--project review session conducted by the State Department of Public Instruction

--quarterly performance reports submitted to the State Department of Public Instruction

--final report

PROJECT UPDATE

Summary of Services

July 1, 1981 - June 1, 1982

Service Area Profile

See map, page 8 for the service area boundaries.

Number of programs: 30 programs (60% of 50 statewide)

Total staff - administrators, teachers, and paraprofessional (245)

Consulting Visits

Project update's primary service is providing on-site technical assistance to ABE program personnel. The first visit is usually an orientation of the total staff to UPDATE's services and 310 special grants program, emphasizing the 310 products in which the program indicated special interest through the needs analysis survey. During subsequent visits, the Update coordinator consults with ABE staff individually and in small groups, offering materials and suggestions in response to local needs.

Programs visited at least once: 29

Programs visited two or more times: 4

Publications:

The following Update publications have been distributed to all 245 personnel in the service area

Special Delivery: 310 Projects in Indiana
Handouts on Request, directory
The Mailbox - five issues
Commercial Materials Listing
Bibliographies in ABE/ESL
Bright Ideas - a collection of classroom ideas

Other Outreach Services

INTESOL Fall Conference - Oct. 30

Portage Adult Resource Center - March. 13

Second Annual Midwest TESOL - April 2

AEA-I/Iapcae Conference - May 8

Workshop, Lafayette - Feb. 6

Workshop, IPS - Jan 23

Workshop, IPS - Sept.

Responses to Specific Requests

All written, telephone, and wald-in requests for materials and information are logged. Following is an analysis of thses recorded through June 1:

Personnel Served (unduplicated): 201	Number
(ABE personnel in service area)	
Administrators:	14
Teachers	89
Paraprofessionals	18
Other ABE personnel in Indiana	21
Others in Indiana	37
Out of state	22
Total number if requests: 354	
Written	123
Telephone	145
walk-in	63
Other (delivered at conf., etc.)	23

Items requested and delivered: 940	
310 products	49
Materials listed in Handouts on Request	649
Other Materials	151
Information, advice, and referrals	46

Client Satisfaction

An evaluation questionnaire was mailed to the 245 participants in the service area in early march. 119 (48%) were returned, with the following results:

	yes	no	no ans.
I am familiar with goals of Project Update	76%	24%	
I feel that the major objectives are being met	68%	3%	29%
I feel that the continuation of this service to ABE personnel in Central Indiana is valuable and viable project	94%	1%	5%
I am willing to participate in the project for FY 82 if funded.	85%	2%	13%

Please see appendices for selected comments which also provided a measure of satisfaction that encourages continuation of Project Update services.

Costs

Update's cost per client is $218, ($53,429÷245). On the average each client receives the following services:

1 orientation to the 310 programs and Update services
1 follow-up consulting visit
9 Update publications
5 client-requested items
1/3 day-long workshop (approximately one-third of the Update clients will attend)

Other Evidence of Effectiveness

29 of 30 program directors have demonstrated support of Project Update by giving permission to communicate directly with their staffs and providing mailing lists for that purpose.

Revisions in Timeline

The proposed project timeline and the flow of activities from the inception of the project in many ways far exceeded the project objectives. However the following minor revisions were necessary:

1. The time allotted for the collection of 250 exemplary teaching ideas for publication in Bright Ideas had to be extended.

Reason: Any new idea such as the publication of Bright Ideas requires a long - term commitment of time and energy to ensure that the best final product will result. A major task such as this took much longer than envisioned at the outset and the quality of the product could suffer from being completed under too short a time frame. Therefore, one of the needs referred to by this proposal is the need for more time for full development of the teacher idea bank - Bright Ideas.

2. The proposed dates for the 310 dissemination workshops was changed from winter to spring.

Reasons: During the first four months of the project's operation more time and emphasis had to be placed on gathering data on the population served, identifying and acquiring materials and sensitizing educators to the services of Project Update.

Since the effectiveness of a resource center depends a great deal upon its visibility among its users and their recognition of the fact that its materials and staff can provide useful and rapid assistance, the implementation phase had to occur along with the planning phase. By the

fourth month of project operation, Project Update was operational.

Two 310 special projects dissemination workshops were cancelled.

CONCLUSIONS/RECOMMENDATIONS

The following is a list of the major findings by the staff based upon teacher input and evaluation during this project period:

1. Workshops offered in the spring of the school year are not well attended.

2. Particular attention should be paid to the teachers, who have shifted much of their energy to interests outside of adult education, either because of frustration, weariness, boredom, or impending retirement.

3. Project staff has concluded that the study of developmental periods in teachers' careers is of great importance and information concerning individual teachers' developmental levels should be researched and these efforts would improve teacher development.

4. Staff development activities should analyze individual teachers' meanings when they cite "common" needs. For example, the project staff observed that while both beginning and experienced teachers emphasized a common need for information on special projects, the newer teachers emphasized a common need for projects that would help them "begin" a program and the more experienced group selected curriculum modification projects.

5. Project staff recommends assessing needs <u>at least</u> once a year for inservice training programs.

6. Based on demographic data of the service area, it was concluded that neither age nor the number of years in teaching are impediments to continued professional growth.

7. It was concluded that teacher respect for needs assessment is improved by operating under the assumptions that teachers should be the primary source of perceptual data, and that they will be more enthusiastic about needs assessment if a direct relationship is seen between request and delivery.

8. Information gathering should not be limited to teachers alone, since the services offered by Project Update are of concern to other groups as well. Information may be sought from directors, State Department of Public Instruction staff, resource persons and other support agencies.

9. It was concluded that those 310 projects which were presented first hand to ABE teachers were those that were requested and used immediately in the classroom.

10. The effectiveness of Project Update depended a great deal upon its visibility among the users and their recognition of the fact that its materials and staff can provide not only useful but rapid assistance.

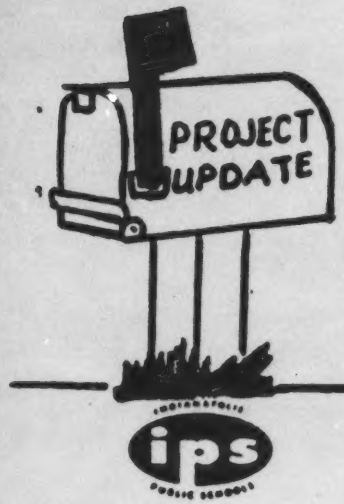
11. A network of service centers strategically located throughout the state with continuous inservice is necessary and useful for meaningful professional growth.

12. The target population for inservice must be involved in the design of inservice staff development.

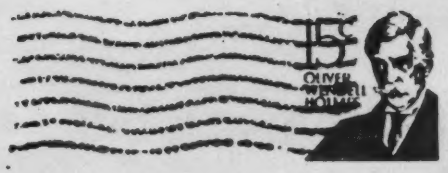
13. Service programs must be built around localized program needs.

14. Staff development in Project Update is the result of a variety of formal (workshops) as well as informal activities. It was definitely concluded that the strategies and modes of delivery should be varied.

APPENDIX A



HAROLD WILSON, DIR.
TIMMIE STEINBRUEGGE, COORD.
INDIANAPOLIS PUBLIC SCHOOLS



SPECIAL DELIVERY

ADULT BASIC EDUCATORS
310 Special Projects
State of Indiana

SAMPLE PAGES

PROJECT TITLE: PROJECT UPDATE: THE ABE INFORMATION CENTER

AGENCY - INDIANAPOLIS PUBLIC SCHOOLS

CONTACT PERSON - MRS. TIMMIE STEINBRUEGGE

DATE - 81-82

PROJECT PROFILE

The project will design, develop and test a model of a 310 special projects information collection and dissemination system with local adult basic education programs in the central region of state. A monthly newsletter will be published and workshops will be conducted at local program sites. The final products in addition to the dissemination system will be: A Teaching Techniques Guide, An ESL Resource Collection (Handouts on Request), and A "Handouts on Request" collection for ABE, for reference and circulation.

PROJECT TITLE: MICROCOMPUTER ASSISTED INSTRUCTION IN ABE

AGENCY - INDIANA VOCATIONAL TECHNICAL COLLEGE

CONTACT PERSON - MS. KAREN C. MARTIN, PROJECT DIRECTOR

DATE - 81-82

PROJECT PROFILE

This project will evaluate ten microcomputers to determine which equipment is most suitable for adult basic education settings. Contact will be made with a minimum of fifty persons, centers, and organizations active in microcomputer usage in education in order to develop criteria for the selection of software relevant to adult education. A guidebook containing pertinent findings will be written to aid administrators and coordinators who wish to introduce microcomputer assisted instruction into local adult basic education settings.

I want to know more about.....

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35

NAME

ADDRESS

CITY STATE ZIP

ABE PROGRAM

PLEASE RETURN TO:

MS. TIMMIE STEINBRUEGGE
SPECIAL PROJECT
SCHOOL #5
20 NORTH CALIFORNIA ST.
INDPLS., IN 46202

APPENDIX B

Design your own workshop

Design your won workshop!!!!!

The Plan

Attend a one day workshop sponsored by Project Update and find out what special projects are all about.

The Action

Based on your teaching needs and your personal time schedule, design your own workshop agenda--i.e., come and go at a time convenient for you and attend the sessions you're interested in. Take home materials and ideas to make your job easier.

The Choices

Dates and locations:

*May 1 - Indianapolis Teacher Center

*May 15 Richmond - FIND Center

Food:

Come early for coffee and doughnuts.

Plan ahead--who can you get to buy your lunch!!!!!!?

Sessions and time of each session:

9:00-9:30 Sign-in and wake up with coffee & doughnuts

9:30-10:00 General Session: "What's a 310?"
What's Project Update really up to?

10:00-12:00 Concurrent Sessions:

CUBE Project

Microcomputers in ABE

Media for Everday Living

Focus on Choice

Comparative Carrer Search

Career Doors

ESL: A Handbook for ABE

Lunch break - 12:00-1:00

1:00-1:30 Genreal Session

1:30-3:30 Concurrent Sessions
Same as 10:00-12:00 schedule

Opportunity Knocks

What's YOUR Answer?..

_____ Yes, I'll attend the Indianapolis workshop.

____ Yes, I'll attend the Richmond workshop.

Name: _____

Address: _____

Telephone: ( ) _____

ABE Program Represented: _____

Directions to the above workshop sites will be mailed to you.

APPENDIX C

The Project Update Network

Collaborative relationships and coordination efforts have been established with the following agencies and groups:

Evaluation, Dissemination and Assessment Center
California State University at Los Angeles
Los Angeles, California

Evaluation, Dissemination and Assessment Center
Lesley College
Cambridge, Massachusetts

Bilingual Education Service Center
Arlington Heights, Illinois

Bilingual Resource Center
Austin, Texas

Vocational Education Services
Indiana University
Bloomington, Indiana

Adult Education Resource Clearinghouse for Penn.
Millersville, Pennsylvania

Indianapolis Teacher Center
Indianapolis Public Schools

LAU Project - Media Resource Center
Indianapolis, Indiana

Portage Adult Resource Center
Portage, Indiana

Region IV Service Center
Adult Education
Urbana, Illinois

Indochinese Materials Center
Kansas City, Kansas

Staff Development Collaborative
Wayne, Michigan

Adult Education Resource Center
Jersey City State College
Jersey City, New Jersey

Cooperating Media Center for ABE
Federal City College
Washington, D.C.

Center for Applied Linguistics
Washington, D.C.

Ontario Institute for Studies in Education
Toronto, Ontario

The Research and Development Center for Teacher Education
Austin, Texas

Commonwealth University of Virginia
Instructional Resources Center
Richmond, Virginia

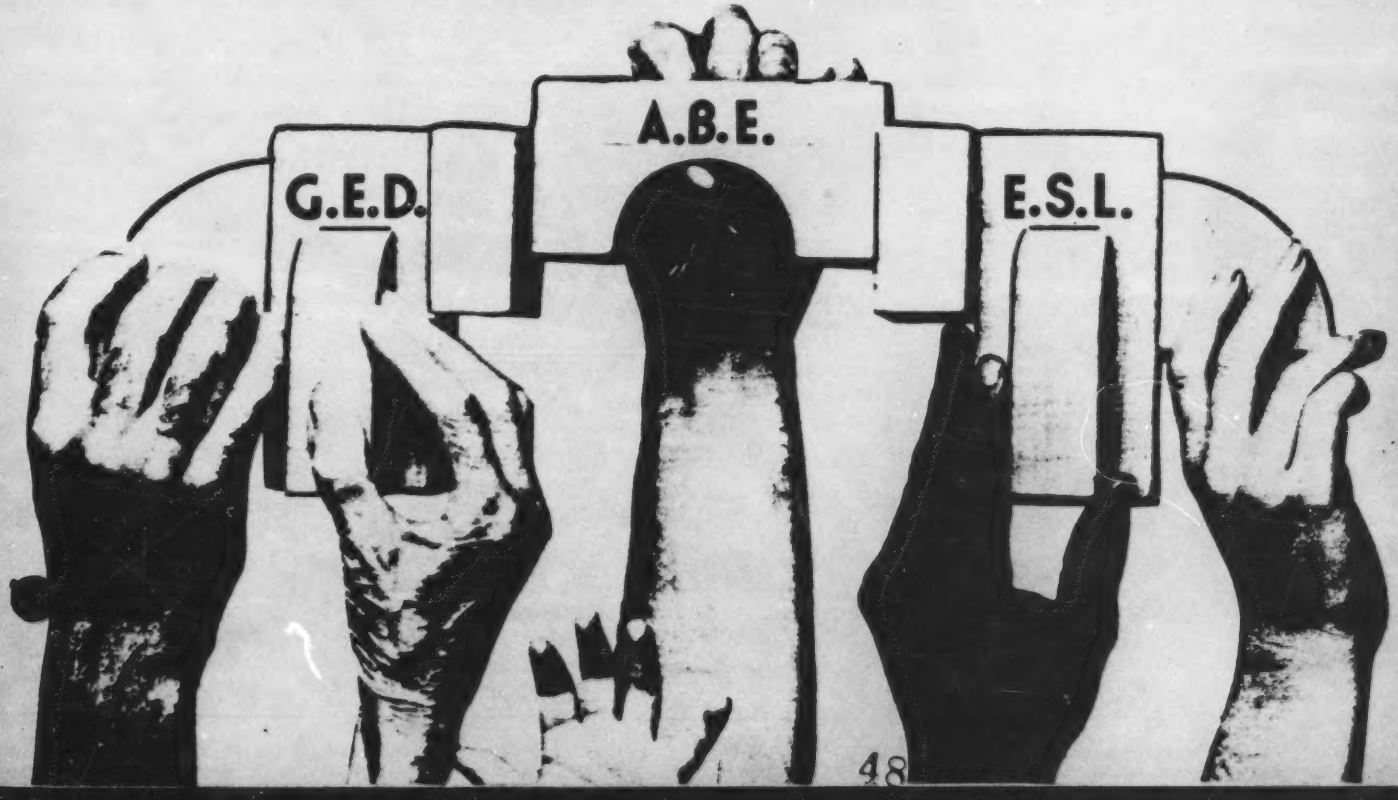
Resource Center for Adult Education
North Arkansas Community College
Harrison, Arkansas

Adult Ed Staff Development Project
San Francisco, CA

Region II Education Service Center
Corpus Christi, Texas

APPENDIX D

handouts on request



DEAR PROJECT UPDATE PARTICIPANT:

HERE IS A COLLECTION OF HANDOUTS WHICH WE HOPE WILL FACILITATE YOUR ROLE IN WORKING WITH YOUR ADULT STUDENTS. THIS IS A COLLECTION OF MATERIALS...IDEAS, TECHNIQUES AND GENERAL INFORMATION.

YOU MAY ALREADY HAVE EXPERIENCE TEACHING ADULTS AND/OR ENGLISH AS A SECOND LANGUAGE, OR THESE ENDEAVORS MAY BE RELATIVELY NEW TO YOU. YOU WILL NOT FIND THE WAY TO TEACH, BUT RATHER DIFFERING APPROACHES. YOU MAY DIFFER FROM SOME OF THEM, BUT WE HOPE YOU WILL FIND SOME OF THE MATERIAL USEFUL IN BUILDING YOUR OWN APPROACH TO TEACHING.

ALL ITEMS ARE FREE OF CHARGE. PLEASE ORDER BY NUMBER AND TITLE ON THE ENCLOSED REQUEST FORM; YOUR REQUEST WILL BE MAILED. (THESE FORMS ARE FOR YOUR CONVENIENCE; HOWEVER, YOU MAY CALL IN YOUR REQUEST. WE WILL SEND YOU ONE COPY; YOU ARE FREE TO DUPLICATE THIS MATERIAL AS YOU SEE FIT.

NEW MATERIAL WILL BE ADDED TO THE LIST AND YOU WILL BE INFORMED OF THESE "UPDATES". PLEASE NOTE THE AUDIENCE CODE (LEVEL) ON THE ESL HANDOUTS:

A - ADULT STUDENTS
T - TEACHERS/ADMINISTRATORS
S - SECONDARY STUDENTS
PS - POST-SECONDARY STUDENTS (ESL)
J - JUNIOR HIGH
E - ELEMENTARY
P - PARENTS

(MANY OF THE ESL MATERIALS WRITTEN FOR SPONSORS AND PARENTS OF FOREIGN STUDENTS ARE OF VALUE TO US AS TEACHERS.)

PROJECT UPDATE WILL TRY TO DO ITS BEST TO PROVIDE YOU WITH SUPPLEMENTARY MATERIALS TO MAKE YOUR JOB EASIER.

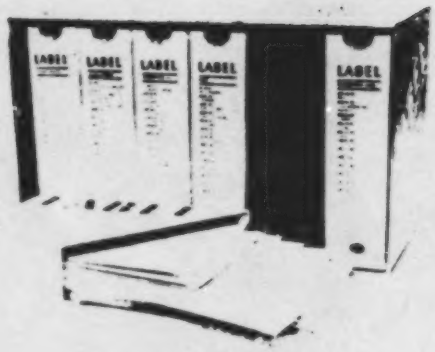
A.
B.
E.

Number	Title	No. of Pgs.
1	Adult Basic Education and CBAE	8
2	Adult Education - an overview - State Department of Public Instruction	6
3	Adult Education - Who, What and Where	1
4	Adult Reading Materials Assessment	30
5	Andragogy and Pedagogy	2
6	APL Instructional System	4
7	Basic Characteristics and Techniques for teaching ABE Learners	1
8	Brief History of Adult Education	15
9	Characteristics of Adult Learners	2
10	Characteristics of an Adult Learner	1
11	Cultural Characteristics of Adults	3
12	Definition of Terms	3
13	Empirical Mapping	4
14	Exceptional Adult Learner	2
15	Facts About Adult Development	5
16	GED Fact Sheet	1
17	How to Rewrite Materials for Students	1
18	Identifying Adults With Learning Problems	2
19	Importance of Community Relations in Maintaining Enrollment	4
20	Importance of Teacher Attitudes	2
21	Instructional Process - ABE	4
22	Instructional Process - GED Preparation	2
23	Learning Styles of Adults	4
24	Mathematical Concepts to be Imparted to Students in ABE Programs	7
25	National APL Study	4
26	Needs Assessments for Students	2

Number	Title	No. of Pgs.
27	Optimum Learning Conditions by Knowles	2
28	Reading/Literacy - Please refer to ESL section for titles	3
29	Recruitment and Retention	3
30	Roles and Responsibilities of the Counselor	2
31	Self - Esteem Ideas	15
32	Sensory Losses in the Adult Learner	2
33	Teacher - Directed Learning vs. Self - Directed Learning	1
34	Teacher's Self - Appraisal	1
35	The Teacher and the Learning Process	2
36	Word Lists - Please indicate your specific needs on this topic.	

LABEL

Library of Adult Basic Education LAPs



NEED OBSERVED:

Adult students need adult-oriented materials to achieve success.

Adult centers must respond quickly to individual needs of students.

GENERAL OBJECTIVE:

To make available relevant materials to be duplicated for classroom use.

LABEL OBJECTIVES:

1. LABEL consists of 74 LAPs (learning activity packages).
2. Each LAP will concentrate on a single real-life activity, such as buying a car, looking for a job, etc.
3. Each LAP includes instructional materials in the coping skills of reading; writing; problem solving; computation; speaking, listening, and viewing; and identification of facts and terms.
4. Each LAP is designed so that coping skills are easily identified. These coping skills can be combined with the same coping skills in other LAPs to produce a single LAP oriented around a single coping skill.
5. LABEL eliminates inventory problems; it avoids "guesswork" on ordering textbooks.
6. LABEL is instantly available: produced to be reproduced.
7. LABEL is a one-time purchase.

Learning Activity Packages

Assembled for:

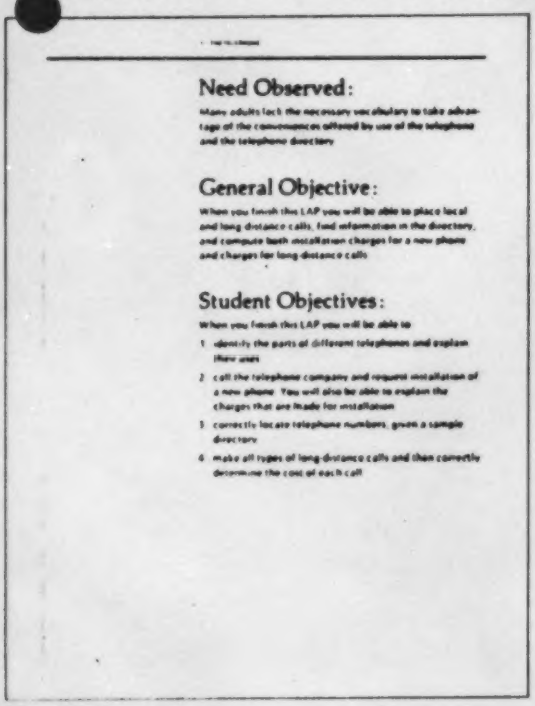
ABE	and	ESL
1. Community Resources		1. Beginning
2. Consumer Education		2. Intermediate
3. Government & Law		
4. Health		
5. Occupational Knowledge		

8½ x 11 inch, laminated sheets.

INDIVIDUAL TITLES

The Telephone
Using Highway and City Maps
Go by Bus
How to Use the Library
Weather
Your Fire Department
The Airport
How to Use the Dictionary
Extended Care Facilities
The Outside of an Apartment
Rooms and Furniture in an Apartment
Foods and Household Items
Money, Money
Car Buying
Buying Used Furniture and Appliances
Kitchen Know-How
Understanding Your Utility Bills
Saving Energy in Your Home
How to Save Gasoline
Banking Your Money
Clothing: Identifying Articles
Shopping for Food
Comparative Shopping
Funerals
Buying by Mail
Using Credit Cards
Credits and Loans
Making a Budget
Car Insurance
Save Money on Drugs
Keeping Clothes Clean
Electrical Appliances
Meeting Metrics
Consumer Beware
The Post Office
Small Claims Court
Food Stamps
Your Police Department
Housing
Getting Your Citizenship
Highway and Road Signs
Food Stamps for Senior Citizens
Your Rights as a Citizen
Voting
Your 1040A Form
Medicare and Medicaid
Making a Will
Social Security
At the Drugstore
The Dentist
Safety in the Home
Your Yearly Checkup
The Hospital
Smoking
Health Insurance
Immunization
Coughs and Colds
First Aid
Parts of the Body
A Balanced Diet
The Health Security Program
Heart Attack
Tools
Understanding Your Paycheck
Carpentry
Sewing
Fixing Your Car
Unions
Painting
How to Find a Job
Occupational Safety
Electronics
Good Working Habits
Simple Plumbing Repairs

LABEL incorporates within each LAP the APL coping skills of reading; writing; computation; problem solving; identification of facts and terms; and speaking, listening and viewing.



Need Observed:

Many adults lack the necessary vocabulary to take advantage of the conveniences offered by use of the telephone and the telephone directory.

General Objective:

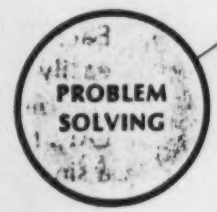
When you finish this LAP you will be able to place local and long distance calls, find information in the directory, and compute both installation charges for a new phone and charges for long distance calls.

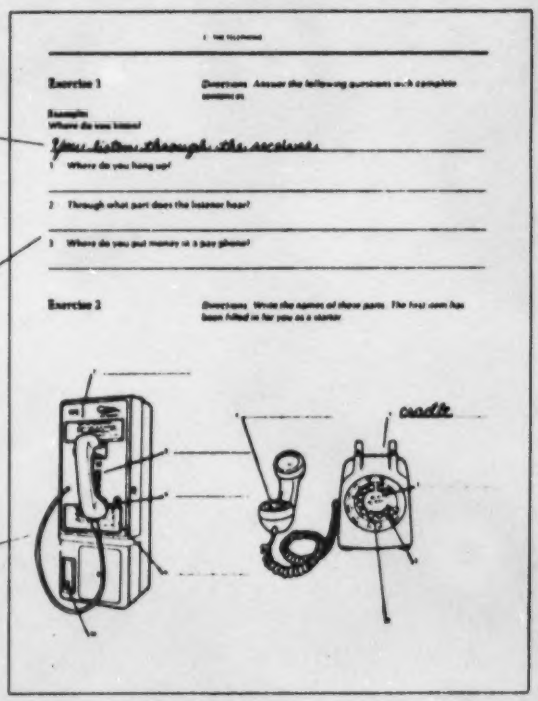
Student Objectives:

When you finish this LAP you will be able to

1. identify the parts of different telephones and explain their uses
2. call the telephone company and request installation of a new phone. You will also be able to explain the charges that are made for installation
3. correctly locate telephone numbers, given a sample directory
4. make all types of long-distance calls and then correctly determine the cost of each call

LAP OVERVIEW: identifies and outlines what the student should expect to learn from the particular LAP.





Exercise 1

Directions: Answer the following questions in complete sentences.

Example

Where do you listen?

You listen through the receiver.

1. Where do you hang up?
2. Through what part does the listener hear?
3. Where do you put money in a pay phone?

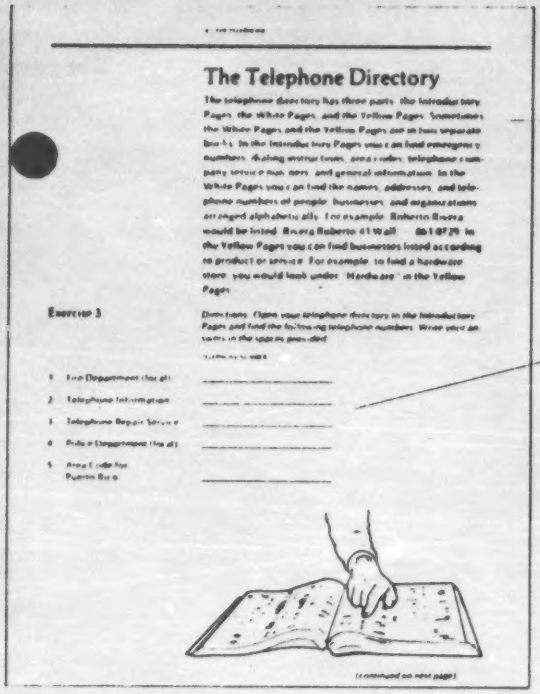
Exercise 2

Directions: Write the names of these parts. The first one has been filled in for you as a starter.

credit

WRITING: exercises to develop the writing skills useful in daily life.

IDENTIFICATION OF FACTS AND TERMS: exercises to develop the ability to recognize and remember.



The Telephone Directory

The telephone directory has three parts: the Introductory Pages, the White Pages, and the Yellow Pages. Sometimes the White Pages and the Yellow Pages are in two separate books. In the Introductory Pages you can find emergency numbers, dialing instructions, area codes, telephone company service numbers, and general information. In the White Pages you can find the names, addresses, and telephone numbers of people, businesses, and organizations arranged alphabetically. For example, Roberto Rivera would be listed: Rivera Roberto 41 Wall St 861-0729. In the Yellow Pages you can find businesses listed according to product or service. For example, to find a hardware store, you would look under "Hardware" in the Yellow Pages.

Exercise 3

Directions: Using your telephone directory in the Introductory Pages, find the following telephone numbers. Write your answers in the spaces provided.

1. Fire Department (fire dial) _____
2. Telephone Information _____
3. Telephone Repair Service _____
4. Police Department (fire dial) _____
5. Area Code for Puerto Rico _____

(continued on next page)

READING

PROBLEM SOLVING & WRITING

SPEAKING, LISTENING & VIEWING

Requesting a Telephone

Mr. Rivera came to the United States with his family. They live in Charleston, Rhode Island. The Rivera family needs a telephone, so Mr. Rivera must call the telephone company. He goes to a telephone booth. A telephone booth is a small enclosed area that has a public pay phone. Mr. Rivera finds the number of the business office of the telephone company in the telephone directory. He puts money in the money slot of the pay phone and dials the number.

Dialogue 1

A Conversation with the Phone Company

Business Office
Hello. Central Business Telephone Company.

Mr. Rivera
Hello. I have just moved to Charleston and I would like to have a phone installed.

Business Office
Do you have a phone now?

Mr. Rivera
No, I don't.

Business Office
All right, sir. What is your address?

Mr. Rivera
My address is 41 Wall Street.

Business Office
Thank you. I'll connect you with the service representative for your area.

Service Representative
Service Representative. May I help you?

Mr. Rivera
Yes, I want to have a telephone installed.

Service Representative
What is your name and address, please?

Mr. Rivera
Roberto Rivera, 41 Wall Street, Charleston.

(continued on next page)

PROBLEM SOLVING: exercises to develop the ability to determine solutions to problems of daily life.

READING: exercises to develop understanding of written material.

SPEAKING, LISTENING, AND VIEWING: exercises to develop effective speaking, listening, and viewing comprehension with follow-up exercises to reinforce learning.

(Lesson 8 continued)

7. What color telephone does Mr. Rivera want? _____
8. How much is the installation charge? _____
9. How much is the monthly charge? _____

Exercise 9

Directions: Do the following problems, using the information provided. Use the space next to the answer blank to do your computation.

The telephone company charges these rates:

Installation – dial phone	$13.00
Rate per month, unlimited calls (you can make as many local calls as you want) – dial phone	9.50
Rate per month, measured service (you can make 30 local calls – over 30 calls you will be charged extra) – dial phone	5.45
Extra per month for push-button phone	1.50
Local call from a pay phone (3 minutes)	.10

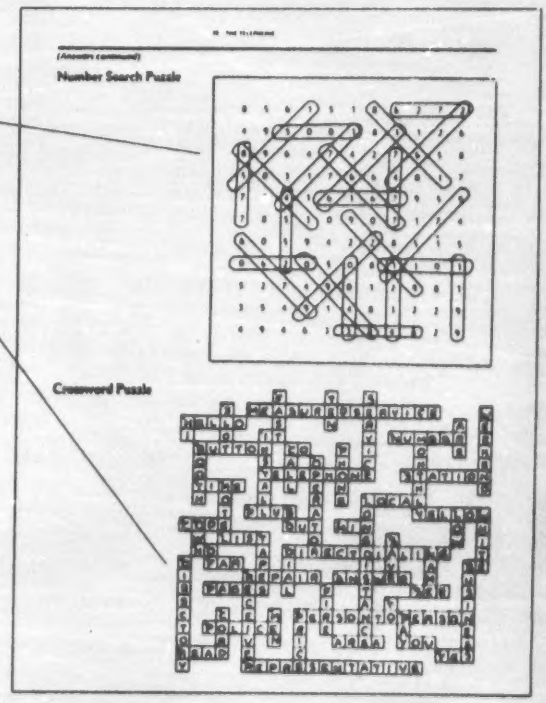
Example:
What is the charge for the first month's unlimited service including installation?
$21.50 $13.00 + 9.50 = $21.50

1. When the telephone is not used, what is the charge for six months' service of unlimited calls? _____
2. How much do you save per month if you have measured service rather than unlimited calls? _____
3. What is the difference in price per month between a regular dial telephone and a push-button phone? _____
4. How much does it cost to make a local call from a pay phone? _____
5. How much more does a regular service of measured calls plus installation? _____

PROBLEM SOLVING

WRITING

COMPUTATION



(Answers continued)

Number Search Puzzle

Crossword Puzzle

COMPUTATION: exercises to develop the ability to use numerical quantities in application to practical problems in daily life.

POST-TEST: exercises to review LAP content. These are in the form of a standard exercise or puzzle.

ABE List of LAPS

	Readability Level	Title
1.	3	The Telephone
2.	3	Using Highway and City Maps
3.	4	Go by Bus
4.	4	How to Use the Library
5.	4	Weather
6.	3	Your Fire Department
7.	5	The Airport
8.	5	How to Use the Dictionary
9.	8	Extended Care Facilities
10.	3	The Outside of an Apartment
11.	3	Rooms and Furniture in an Apartment
12.	4	Foods and Household Items
13.	4	Money, Money
14.	4	Car Buying
15.	4	Buying Used Furniture and Appliances
16.	4	Kitchen Know-How
17.	3	Understanding Your Utility Bills
18.	4	Saving Energy in Your Home
19.	4	How to Save Gasoline
20.	6	Banking Your Money
21.	1	Clothing: Identifying Articles
22.	4	Shopping for Food
23.	5	Comparative Shopping
24.	8	Funerals
25.	5	Buying by Mail
26.	5	Using Credit Cards
27.	5	Credits and Loans
28.	5	Making a Budget
29.	6	Car Insurance
30.	6	Save Money on Drugs
31.	2	Keeping Clothes Clean
32.	3	Electrical Appliances
33.	6	Meeting Metrics
34.	8	Consumer Beware
35.	3	The Post Office
36.	3	Small Claims Court
37.	4	Food Stamps
38.	3	Your Police Department
39.	4	Housing
40.	4	Getting Your Citizenship
41.	4	Highway and Road Signs
42.	5	Food Stamps for Senior Citizens
43.	5	Your Rights as a Citizen
44.	5	Voting
45.	5	Your 1040A Form
46.	6	Medicare and Medicaid
47.	6	Making a Will
48.	8	Social Security

49.	3	At the Drugstore
50.	3	The Dentist
51.	3	Safety in the Home
52.	3	Your Yearly Checkup
53.	3	The Hospital
54.	4	Smoking
55.	4	Health Insurance
56.	4	Immunization
57.	4	Coughs and Colds
58.	4	First Aid
59.	4	Parts of the Body
60.	5	A Balanced Diet
61.	5	The Health Security Program
62.	7	Heart Attack
63.	1	Tools
64.	3	Understanding Your Paycheck
65.	2	Carpentry
66.	3	Sewing
67.	3	Fixing Your Car
68.	4	Unions
69.	4	Painting
70.	5	How to Find a Job
71.	5	Occupational Safety
72.	6	Electronics
73.	5	Good Working Habits
74.	5	Simple Plumbing Repairs

E.
S.
L.

Number	Title	Audience
1	Teaching English As A Second Language (hints - English - 3 pages - Arizona Department of Education, Phoenix, Arizona)	T
2	Videotape Inservice Program on Teaching Second Languages (Instructional Manual, Department of Public Instruction, Wisconsin - 50 pages)	T
3	Supplement to Videotape Inservice Program on Teaching Second Languages (Instructional Manual, Department of Public Instruction, Wisconsin - 28 pages)	T
4	Tape Recording Manual For Volunteer Readers (Manual briefly listing rationale and mechanics of verbatim tape recording, Great Bend Senior High School, Great Bend, Kansas, 3 pages)	S, A
5	Basic Functional English (Instructional material for students beginning the study of English as a foreign language, English, 38 pages, Pennsylvania Department of Education, Harrisburg, Pennsylvania)	J, S
6	English As A Second Language For Indochinese, (Explanation of Teaching and Learning Problems of English For Indochinese, Paper presented at TESOL Convention, San Francisco, March 3-9, 1980 by R. Nguyen Dang Liem, University of Hawaii at Manoa, Honolulu, Hawaii, 54 pages)	T, A, PS
7	Bilingual-Bicultural Education For Indochinese, (Bilingual -Bicultural Education Models, culture, pronunciation, suggestions, etc. Paper presented at the Asian and Pacific American Education: Directions For The 1980's Conference, San Francisco, April 25-27, 1979, by Dr. Nguyen Dang Liem, University of Hawaii at Manoa, Honolulu, Hawaii, 36 pages)	T, A, PS
8	The Lexical Transfer Effect of French Knowledge In The Acquisition Of English By Native Vietnamese Speakers, Research, by Jan M. Ulijn, Eindhoven University of Technology, The Netherlands: Susan J. Wolfe, San Francisco State University; and Adele Donn, San Francisco State University, (Research on the effects of knowing French in the learning of English by Vietnamese - has implications for teaching English to recently arrived Indochinese who speak French, 62 pages)	S, A

Number	Title	Audience
9	Identification of the Characteristics of an Exemplary ESL Program in Community-Junior Colleges, by Dr. Martha Gurwit, Paper presented to TESOL Convention, Detroit, Michigan, March 3, 1981; Examines Program & Administration; faculty and staff; community environment and students attributes and goals, 18 pages	T, A
10	Washington State ESL Master Plan, (A Statewide Master Plan to establish a statewide testing and evaluation program for adult refugees and to establish necessary benchmarks for evaluating individual progress, Definitions, tests, benchmarks, forms, etc., Superintendent of Public Instruction, State of Washington, 43 pages)	T
11	English For Your First Job, A Beginning Vocational ESL Textbook, (Language Practice to prepare adult ESL students for entry positions, by David Prince & Julia Gage, Superintendent of Public Insturction, State of Washington, 130 pages)	T
12	Pre-Vocational English As A Second Language, Project For Adult Refugees, (Research of entry-level job settings and to develop curriculum, by Julia Gage & David Prince, Superintendent of Public Instruction, State of Washington, 34 pages)	T
13	History of Beginning of America, U.S. Constitution, United States Government (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (33 pages)	J, S, A
14	Tro Thanh Cong Dan (To Become A Citizen) (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (11 pages)	J, S, A
15	Quy-Che Xin Nhap Quoc-Tich Hoa-Ky (How To Apply For Naturalization) (Mostly Vietnamese) by Tran Van Thao, ORR, Region VII, KC, Mo.	A
16	Huong Dan Sinh Hoat Dol Song Moi (A new life) (Vietnamese) by Tran Van Thao, ORR, Region VII, KC, Mo. (68 pages)	A
17	Information About The United States Of America (Vietnamese) by Tran Van Thao, ORR, Region VII, KC, Mo. (28 pages)	A

Number	Title	Audience
18	Christmas (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (13 pages)	E,J,S,A,T
19	Thanksgiving Day (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (3 pages)	E,J,S,A,T
20	Columbus Day (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (4 pages)	E,J,S,A,T
21	Washington's Birthday (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (6 pages)	E,J,S,A,T
22	Halloween History (Vietnamese and English) by Tran Van Thao, ORR, Region VII, KC, Mo. (3 pages)	E,J,S,A,T
23	Nebraska Drivers License Manual (Translated into Vietnamese) by Tran Van Thao, ORR, Region VII, KC, Mo. (23 pages)	S, A
24	Missouri Drivers Guide (Translated into Vietnamese) by Tran Van Thao, ORR, Region VII, KC, Mo. (15 pages)	S, A
25	What You Need To Know To Get And Keep an Iowa Drivers License, Instruction Permit or Chauffers License (Translated into Vietnamese, Loatian, and Spanish) (11 pages)	S, A
26	Kansas Driving Handbook (Translated into Vietanamese) by Tran Van Thao, ORR, Region VII, KC, Mo. (10 pages)	S, A
27	MATHEMATICS TERMINOLOGY (Vietnamese and English) by Vu Duc Hanh, Escambia County School District, Pensacola, Florida (50 pages)	J, S, A
28	A Handbook for Teachers of Vietnamese Refugee Students (Illinois-SEA) (92 pages)	T
29	Han Hanh Duoc Gap (Happy To Meet You) (English) (Pennsylvania SEA) (14 pages)	E, J, S
30	Survival English (Workbook) Pennsylvania SEA, for Fort Indiantown Gap Camp) (84 pages)	S, T, A
31	Advanced Program Functional English (Prepared for Refugees at Fort Indiantown Gap 1978) (Pennsylvania SEA) (59 pages)	S, T, A
32	Popular Stories From Vietnam, Volume 1, 14 Stories (Vietnamese and English) (San Diego State University) (94 pages)	J, S, T

Number	Title	Audience
33	Popular Stories From Vietnam, Volume 11, 14 Stories (Vietnamese and English 95 pages)	J, S, T
34	Some Hints To Work With Vietnamese Students (DO BA KHE) (English Arizona SEA, Phoenix, Arizona 23 pages)	T
35	Understanding Cultural Differences Between Americans and Vietnamese (English) (Board of Education, New York 8 pages)	T, A
36	The Meanings of Thanksgiving (Script of slide show) (English and Vietnamese) (Creighton School District #14, Phoenix, Arizon 4 pages)	E (3-6)
37	The Meanings of Christmas (Script of slide show) (English and Vietnamese) Creighton School District #14, Phoenix, Arizona (5 pages)	E (4-7), J
38	Let's Find Out About Thanksgiving (English and Vietnamese) Arizona SEA, Phoenix, Arizona (3 pages)	E (3-6)
39	A Brief Outline of Vietnamese History (Single sheet) (English) Arizona SEA, Phoenix, Arizona (2 pages)	S, A, T
40	Christmas (Script for filmstrip) English and Vietnamese Arizona SEA, Phoenix, Arizona (4 pages)	E (3-6)
41	Information on Vietnamese Education, Curriculum and Grading System (For the purpose of placement in schools) (English) Arizona SEA, Phoenix, Arizona (10 pages)	T
42	The Mouse and The Tiger, and The Dog and His Reflection (Stories) (Translated from Vietnamese) (English and Vietnamese) (San Diego City Schools 23 pages)	E (3-6)
43	The Cat and The Rat (Story) (English and Vietnamese) (San Diego City Schools 33 pages)	E (3-6)
44	Tuong's Special Day (Story) (English and Vietnamese) (San Diego City Schools 33 pages)	E (2-4)
45	Em đanh Van Viet Ngu (ABC) (Vietnamese Spelling) (Vietnamese) (San Diego City Schools) (36 pages)	E (3-6)
46	Linguistics and Syntax Differences and Likeness Between English and Vietnamese (an outline) (English and Vietnamese - 13 pages)	T

Number	Title	Audience
47	Outline of: 1. Differences in Value Orientation Between the American and Vietnamese People; 2. Possible Problems For Vietnamese Students In American Schools (English) (California SEA) (5 pages)	T
48	Some Helpful Hints for Vietnamese High School Students in New York City (Vietnamese) (8 pages)	S
49	Irregular Verbs (Dong Tu Bat Qui Tac) (English Vietnamese) (Center for Bilingual Education, Brooklyn) (6 pages)	S
50	A Hero Diplomat (Mot Nha Ngoa - Giao Anh - Hung) (English and Vietnamese) (Stockton USD, Stockton, California) (9 pages)	S, A
51	Essential Idioms in English (English and Vietnamese) Center for Bilingual Education, Brooklyn, New York (55 pages)	S
52	Viet Van Doc Ban (Famous Battles Against Foreign Invaders Throughout The History of Vietnam) (Vietnamese and English) (Tran Van Dien) (75 pages)	S (11)
53	Chim Viet Canh Nam - Tuyen Tap Hoa Ban (Culture and Literature) (Vietnamese) (45 pages)	S, A
54	A Boy and His Fan (Story Coloring Book) (Vietnamese, English, Spanish) (Orange USD, California) (7 pages)	E (1-4)
55	The Happy Taxicab (Story) (Vietnamese and English) (San Diego City Schools) (31 pages)	E (2-4)
56	George Washington, Soldier and Statesman (Story) (Vietnamese) (Stockton USD, California) (22 pages)	E (4-6)
57	Di Thua Ve Trinh (Where is Pete?) (Story Coloring Book) (San Diego City Schools) (14 pages)	E (3-5)
58	Chiec Dep Mat (The Lost Thong) (Story Coloring Book) (Vietnamese and English) (San Diego City Schools) (32 pages)	E (2-4)
59	Rural Life In Vietnam (Doi Song Thon-Que Vietnam) (English and Vietnamese) (Stockton USD, California) (24 pages)	E (4-6)
60	Benjamin Franklin, A Man of Ideas (Mot Nguoi Co Nhieu Y Kien) (Vietnamese) (Stockton USD, California) (23 pages)	E, J, S (12)

Number	Title	Audience
61	George Washington, Soldier and Statesman (Story) English and some Vietnamese -18 pages	E (5-6)
62	English for Vietnamese Students in Wisconsin, Practical Everyday Expressions 63 pages	J, S, A
63	The Legend of Firecrackers (Huyen Thoai Ve Phao) Vietnamese and English, 9 pages	E, J. S
64	The Vietnamese Celebrate Tet, English, Long Beach, CA, 8 pages	S, T
65	English-Vietnamese Math Words (Danh Tu Toan Hoc) Vietnamese & English, Long Beach Ca, 46 pages	
66	Patterns of Verb Usage in English (Mau Dung Dong Tu Anh Nhu,) English and Vietnamese, Long Beach CA, 22 pages	J, S
67	The First Thanksgiving (Le Ta On Dau Tien, English and Vietnamese, Stockton CA, 20 pages	J. S
68	English-Vietnamese Physics Words-English and Vietnamese, 66 pages	S
69	Nhung Nguoi Tham Heim My Chau (Some Men Who Explored America) English & Vietnamese, Long Beach, CA, 13 pages	J, S
70	Two Heros of the American Revolution (Hai Vi Anh Hung Cua Cach Mang Hoa Ky) George Washington and the Marquis de Lafayette, English and Vietnamese, Long Beach, Ca, 3 pages	J, S
71	This Is The Story of Abraham Lincoln, English and Vietnamese by Tran Van Thao, ORR, Region VII, KC, Mo. 5 pages	E (4-6) J, S
72	Meet with Vietnamese Students (Guide for Teachers-Culture & Education) Tucson, Arizona, 24 pages	T
73	English Pronunciation Guide for Vietnamese Speakers, Vietnamese and English, Tucson, Arizona, 4 pages	J. S, A
74	Questions and Answers for the Driver's Test Vietnamese& English, Pennsylvania, 19 pages	S

Number	Title	Audience
75	Guide for Vietnamese Students in American High Schools, 34 pages, Regional Bilingual Resource Center, Brooklyn, New York, Vietnamese.	S
76	Vietnamese Themes (Cultural & Educational Differences, Tips for American Educators, 26 pages, Regional Bilingual Training Resource Center, Brooklyn, New York, English.	
77	Manual for Citizenship (Thu Ban Ve Bon Phan Cong Dan), by Tran Van Thao, ORR, Region VII, KC, Mo, 32 pages Vietnamese & English.	A
78	Driving Test Simulation: A Sample Of Driving Instructions (Simulation of driving behind the wheel test, Great Bend Senior High School, Great Bend, Kansas, Vietnamese & English, 3 pages	S, A
79	All That We Need To Know About Strees (Handbook, Indochinese Community Health and Education Project, San Diego, California, 15 pages, (Vietnamese)	S, A, T
80	All That We Need To Know About Alcohol (Handbook, Indochinese Community Health and Education Project, San Diego, California, 15 pages, Vietnamese)	S, A, T
81	Child's Emotional Helath (Handbook, Indochinese Community Health and Education Project, San Diego, California, 15 pages, Vietnamese)	A, T
82	Your Attitude (handbook-Indochinese Community Health and Education Project, San Diego, California, 14 pages, Vietnamese)	S, A, T
83	American History Study Lessons, Unit 1, From Colonial Times To Independence (Prince William County Public Schools; Translator, Nguyen Manh Hung; Virginia State Department of Education; Follett Publishing Co., 56 pages, Vietnamese with Foreword and Table of Contents in English)	J, S, A
84	American History Study Lessons, Unit 2, The Constitution, (Prince William County Public Schools; Translator, Nguyen Manh Hung; Virgina State Dept. of Education; Follett Publishing Co., 79 pages, Vietnamese - Foreword and Table of Contents in English)	J, S, A

Number	Title	Audience
85	American History Study Lessons, Unit 3, The Growing Nation: 1784-1840, (Prince William County Public Schools; Translator, Nguyen Manh Hung; Virginia State Department of Education; Follett Publishing Co., 62 pages, Vietnamese with Foreword and Table of Contents in English)	J, S, A
86	Safety Precautions To Be Followed, Inside and Outside The House, (Vietnamese and English, International Institute, St, Louis, Missouri, single sheet)	S, A
87	Job Getting Ideas For Vietnamese And Other Newcomers (by William F. Branaghan, Contra County Schools, Pleasant Hill, California, Vietnamese & English, 18 pages)	A, S
88	You and Insurance, (Ban Va Bao Hiem) Translated from Arkansas SEA materials, Translated by Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 14 pages	A, S
89	You As A Consumer, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 15 pages)	S, A
90	You And Red Tape, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 13 pages)	S, A
91	You And Your Car, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 15 pages)	S, A
92	You And Contracts, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, St. Smith, Arkansas Vietnamese, 15 pages)	S, A
93	You And Your Budget, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 11 pages)	S, A
94	You And Your Borrowed Money, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 11 pages	S, A

Number	Title	Audience
95	You And Your Money, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas Vietnamese, 11 pages)	S, A
96	You And Your Job, (Translated from Arkansas SEA materials, Translator - Dang Hai Tho, Adult Education Program, Ft. Smith, Arkansas, Vietnamese, 18 pages)	S, A
97	Test On Arkansas Drivers Manual, (Translated from Arkansas Highway Department materials, Translator - Nhon Thyong Tran, Adult Education Program, Ft. Smith, Arkansas, English, Vietnamese, Laotian, 10 pages)	S, A
98	Vietnamese-American Crosscultural Communication, (Background of Exodous of Vietnamese Refugees, Traditions, Psycho -Religious Forces Customs, etc., Paper presented at 30th International Conference On Communication: Human Evolution and Development, Acapulco, Mexico, May 18-23, 1980, by Dr. Nguyen Dang Liem, University of Hawaii at Manoa, Honolulu, (7 pages)	T, A, PS
99	U. S. Constitution, Translated into Vietnamese, Complete U. S. Constitution, San Diego City Schools, San Diego, California, Vietnamese & English, (35 pages)	J, S, A
100	Some Aspects of The Khmer, Cambodian, San Diego, CA, (19 pages)	T
101	Cambodian Educational System (8 pages) San Diego City Schools, San Diego, California	T
102	The Bill of Rights, simplified version, Long Beach USD, Long Beach, California, English & Cambodian, (7 pages)	J, S, A
103	A Brief Outline of the Constitution of The United States Long Beach USD, Long Beach, California, English & Cambodian, (7 pages)	J, S, A
104	The Constitution of The United States of America, Long Beach USD, Long Beach, CA, English & Cambodian, (1 page)	J, S, A
105	The Pledge of Allegiance, English, Cambodian (1 page)	J, S, A
106	Proverbs In Cambodian & English, Long Beach USD, Long Beach, California, English & Cambodian, (1 page)	J, S, A

Number	Title	Audience
107	When An Earthquake Strikes, USD, Long Beach California, Cambodian, (4 pages)	J, S, A
108	Intelligence, Cambodian Legend, Long Beach USD, Long Beach California, English, (1 page)	E, J
109	Foreign Language Phrases For Teachers, Long Beach USD, Long Beach, California, English & Cambodian, (8 pages)	T
110	Mathematical Terms, English - Cambodian, Long Beach, California, English & Cambodian, (6 pages)	J, S, A
111	Two Heroes of the American Revolution - George Washington and the Marquis de Lafayette, Long Beach USD, Long Beach, California, English & Cambodian, (3 pages)	J, S, A
112	Some Men Who Explored America, Long Beach USD, Long Beach, California, English & Cambodian, (13 pages)	J, S, A
113	Math Vocabulary English-Cambodian, Long Beach USD, Long Beach, California, English & Cambodian, (46 pages)	S, A
114	Cambodian Legends, Judge Rabbit Stories, Long Beach USD, Long Beach, California, English & Cambodian, (35 pages)	E(4-6), J, S
115	Cambodian Arts And Culture, Long Beach USD, Long Beach, California, English, (12 pages)	J, S, A, T
116	Tips On The Care And Adjustment Of Lao And Cambodian Children In The United States, Methods- hints to increase understanding of refugee behavior, actions, and background, English, DHEW, Region VII, Philadelphia, Pennsylvania, (37 pages)	A, T
117	Your Child's Emotional Health, Handbook, Indochinese Community Health and Education Project, San Diego, California, Camborian, (15 pages)	A, T
118	Cambodian Translations of Information Concerning Hospital Admission, Compiled by Becky Johnson & Marlene Howell, Marshalltown, Iowa from information from the Indochinese Cultural and Service Center, Portland, Oregon, Cambodian English, (33 pages)	

Number	Title	Audience
119	Secondary Cambodian Language Arts, Checklist of Skills, Levels I-II, List of Language Arts Objectives arranged according to difficulty, Checklist of Skills & Profile Card, Cambodian & English, (18 pages)	J, S, T
120	Iowa Drivers Guide, Translated into Cambodian Language, Iowa Refugee Service Center, Des Moines, Iowa, (16 pages)	S, A
121	A Comparison of Laotian and American Educational Methods and Systens English, (8 pages)	T
122	Children of Laos, A Descriptive Report with a Supplement - Children of Cambodia and Vietnam, (English)	T, A
123	Laotian Themes, Culture and Educational System of Laos, English, Regional Cross Cultural Training and Resource Center, New York, NY, (34 pages)	T, A
124	The Hmong (MEO) of Laos, (10 pages)	T, S
125	Earthquake, Long Beach USD, Long Beach, CA, Laotian, (6 pages)	E, J, S
126	Mathematical Terms, Long Beach USD, Long Beach, California, English & Laotian, (8 pages)	S, A
127	Understanding Your Laotian Students, Orientation for teachers, Long Beach USD, Long Beach California, English, (5 pages)	T
128	Laotian-English Legends, Long Beach USD, Long Beach, California, Laotian & English, (56 pages)	E, J, S
129	Foreign Language Phrases For Teachers, Long Beach USD, Long Beach, Californis, English & Laotian, (8 pages)	T
130	A Brief Outline of the Constitution of the United States, Long Beach USD, Long Beach, California, English & Laotian, (6 pages)	J, S, A
131	The Bill of Rights, Long Beach USD, Long Beach USD, Long Beach, Californi , English & Laotian, (11 pages)	J, S, A
132	The Pledge of Allegiance, Long Beach USD, Long Beach, California, English & Laotian, (1 page)	E, J, S, A

Number	Title	Audience
133	The Constitution of The United States of America, Preamble & Preamble Simplified, Long Beach USD, Long Beach, California, English & Laotian, (2 pages)	E(4-6), J, S
134	Two Heroes of the American Revolution-George Washington & The Marquis de Lafayette, Long Beach USD, Long Beach, California, English & Laotian, (4 pages)	J, S
135	Some Men Who Explored America, Long Beach USD, Long Beach, California, English & Laotian, (16 pages)	E, J, S
136	New Year In Laos, Institute For Cultural Pluralism, San Diego, California, English, (22 pages)	J, S, A, T
137	English For Hmong Students In Wisconsin: Practical Everyday Expressions, Wisconsin Department of Public Instruction, Madison, Wisconsin, Hmong & English, (52 pages)	J, S
138	U. S. Constitution, San Diego City Schools, San Diego, California, Laotian & English, (35 pages)	S, A
139	Your Child's Emotional Health, Handbook, Indochinese Community Health and Education Project, San Diego, California, Laotian, (15 pages)	A, T
140	The Needs For Education For The Laotian Refugees, Background of the Laotian Educational system and suggestions for educating the Laotian refugees in the U. S., English, (13 pages)	T, A, PS
141	Missouri Drivers Guide: Lao Edition, Laotian & some English, International Institute, St. Louis, Missouri, (48 pages)	S, A, T
142	Safety Precautions To Be Followed, Inside and Outside the House, Laotian and English, International Institute, St. Louis, Missouri, (single sheet)	
143	Some Men Who Explored America, Long Beach USD, Long Beach, California, Chinese & English, (13 pages)	E(4-6), J, S
144	Two Heroes of The American Revolution-George Washington & The Marquis de Lafayette, Long Beach USD, Long Beach, California, Chinese & English, (3 pages)	E(4-6), J, S

Number	Title	Audience
145	Patterns of Verb Usage In English, Long Beach USD, Long Beach, California, Chinese & English, (22 pages)	S, T
146	An Autobiography Of A Chinese Boy From Taiwan, Long Beach USD, Long Beach, California, Chinese & English, (7 pages)	E(4-6), J, S
147	A Brief History of The Chinese Immigration To America, Long Beach USD, Long Beach, California, Chinese & English, (4 pages)	E(4-6), J, S, T
148	A Brief Introduction To The Chinese Culture, Long Beach USD, Long Beach, California, English, (3 pages)	J, S, T
149	A Brief Outline of the Constitution Of The United States, Long Beach USD, Long Beach, California, English, (5 pages)	J, S, A
150	The Constitution of The United States Of America, Preamble, Long Beach USD, Long Beach, California, Chinese & English, (1 page)	J, S, A
151	The Pledge of Allegiance - and Pledge of Allegiance Simplified, Long Beach USD, Long Beach California, Chinese & English, (1 page)	E(4-6), J, S, A
152	The Bill of Rights (and simplified) Long Beach USD, Long Beach, California, Chinese & English, (8 pages)	J, S, A
153	WIC Program, Women, Infants and Children, Explanation of U. S. Dept. of Agriculture Program for nutrition and food vouchers for eligible women, infants and children, English and Vietnamese, (10 pages)	A, P
154	Rights and Responsibilities of WIC Participants, Explanation of how to enroll in the voucher program, English, Vietnamese, Laotian, Cambodian, (12 pages)	A, P
155	Daily Food Guide, Some Choices For Thrifty Families, English, Vietnamese, Laotian, (7 pages)	A, P
156	Iron: The Hard-To-Get Nutrient, English and Vietnamese, (4 pages)	A, P
157	Calcium, Why do we need it, where to get it, etc., English and Vietnamese, (4 pages)	A, P
158	Ten Good Reasons To Nurse Your Baby, English and Vietnamese, (single sheet)	A, P
159	Breastmilk Is The Best Milk , English and Vietnamese, (single sheet)	A, P

Number	Title	Audience
160	How To Fix Baby's Formula, English and Vietnamese (single sheet)	A, P
161	The First Twelve Months, AGuide To Infant Feeding, English and Vietnamese, (5 pages)	A, P
162	List of Spices and Food, English and Vietnamese, (3 pages)	A, P
163	Handbook For Indochinese Refugee Sponsors, Role of Sponsors, Housing, Clothing, Food, Transportation, Health, Employment, ESL, Community Resources, etc., By World Concern/CHRISTA International, Superintendent of Public Instruction, State of Washington, (31 pages)	A
164	Bridging The Asian Language and Cultural Gap - Handbook for Teachers, English, ABE Program, Los Angeles, USD, Los Angeles, California, (11 pages)	T
165	Classroom Considerations For Indochinese Students, Learning styles, handling students, shyness, working habits, etc., by Dan Trung Phap, Intercultural Development Research Association, San Antonio, Texas, (6 pages)	T, A
166	Activities To Encourage Concentration, (2 pages)	T
167	Activities for the ESL Classroom (a variety) (14 pages)	T
168	Adapting Commercial Materials - Some General Guidelines, (1 page)	T
169	Adapting Materials for Bilingual Students, (2 pages)	T
170	Adults Outdid the Kids in Foreign Language Aptitude - Results of a Study, (1 page)	T
171	Affective Learning Activities (an article) (9 pages)	T
172	APL for ESL, (86 pages)	T
173	Audio - Lingual Principles, (1 page)	T
174	Audio Lingual Method, (5 pages)	T
175	Certification - Guidelines for the Certification and Preparation of ESL Teachers (TESOL pamphlet)	T
176	Citizenship - please indicate your specific needs in this area.	

Number	Title	Audience
177	Classroom Management and Scheduling of Time, (1 page)	T
178	Cloze Method - Developing and Using Cloze Materials to Teaching Reading, (14 pages)	T
179	Coding Transcribed Excerpts from Teaching and Non-Teaching Settings, (2pages)	T
180	Collage - Directions for Making A Collage in the ESL Class, (2 pages)	T, A
181	Communication Strips, (an article), (2 pages)	T
182	Community Language Learning, (an article), (5 pages)	T
183	Content Area Instruction for LEP Students (3 pages)	T
184	Conversation Dilemmas or Topics (50 topics), to Stimulate Conversation, (4 pages)	T, A
185	Conversation Ideas, (2 pages)	T
186	Conversation in ESL (a paper), (8 pages)	T
187	Costs in Social Resources vs. Non-ESOL Programs for Refugees (1 page)	T
188	Curriculum Guides and Development - Please indicate your specific needs in this area - i.e., survival skills curriculum, a structurally based curriculum, an oral syllabus, specific performance objectives, etc.	
189	Dialogues - Characteristics of Good Dialogues, (2 pages)	T
190	Dialogues - How to create, (2 pages)	T
191	Draw a Monster: A Re-Entry or Review Activity (1 page)	T, A
192	Drills - A Basic Series for Utilizing Drills (2 pages)	T
193	Drill Types for Grammar Practice, (4 pages)	T
194	Dyad Activities for Grammar Practice (4 pages)	T

Number	Title	Audience
195	Everyday Exchanges to Teach ESL Students (1 page)	T
196	Field Trip Guide Sheet (1 page)	T
197	Flashcards and Colored Chalk, Use of (2 pages)	T
198	Functions of English: Outline for a Course (1 page)	T
199	Games in ESL (4 pages)	T
200	General Principles of ESL Teaching (3 pages)	T
201	Grammatical Structures in Situational Contexts (1 page)	T
202	Grouping for the ESL Classroom -A Few Suggestions	T
203	Handbooks for ESL - please indicate your specific needs in this area.	
204	Hierarchies - An activity to give the students the opportunity to use the language they have and the knowledge they bring. (1 page)	T
205	Humanistic Techniques - Excerpted from Caring and Sharing in the Foreign Language Class by Gertrude Moskowitz, (15 pages)	T
206	Icebreaker for the Classroom (1 page)	T
207	Idioms in the Adult ESL Class, Teaching of (a paper, 14 pages)	T
208	Income Tax Forms in the ESL Classroom (2 pages)	T
209	Individualizing in the ESL Program -Management Techniques (10 pages)	T
210	Individualized Component - Programmatic Variables to Consider (1 page)	T
211	Indochinese Refugees - Learning English (a paper, 2 pages)	T
212	Indochinese Students - Classroom Considerations (6 pages)	T
213	Inkblot Interpretation Activity (1 page)	T
214	Instructional Techniques for ESL (general) (1 page)	T

Number	Title	Audience
215	Lesson Planning in ESL - possible formats	T
216	Linguistic Approaches to Language Teaching (8 pages)	T
217	Listening Skills, A Description of (1 page)	T
218	Listening Skills, Teaching of (2 pages)	T
219	Listening Activities (6 pages)	T

Literacy/Reading

220	Active Reading Techniques System - A method for Instruction of Functionally Illiterate Adults (a paper) (7 pages)	T
221	Adult ESL Reading - Zero to Z Plus (24 pages)	T
222	Assorted Literacy Activities (3 pages)	T
223	Common Sense Approach to Reading (1 page)	T
224	Context Clues (1 page)	T
225	Diagnostic Process for Beginning Readers (8 pages)	T
226	ESL Adult Literacy - a paper by Jack Wigfield (27 pages)	T
227	ESL Adult Literacy - Some Want To Read (an article) (4 pages)	T
228	Graph for Estimating Readability (1 page)	T
229	Guidelines for Assessing Adult Literacy Materials (3 pages)	T
230	Help for Literacy Students (1 page)	T
231	How to Treat the Adult Illiterate by Laubach (pamphlet)	T
232	Language Experience and ESL (4 pages)	T
233	Learning to Read Should Make Sense - A pratical resource for ABE teachers (booklet)	T
234	Literacy Suggestions for ESL - Cathy Day (2 pages)	T
235	Literacy Definitions (1 page)	T

Number	Title	Audience
236	Literacy Skills (12 pages)	T
237	Measuring the Difficulty of Printed Material (article - 7 pages)	T
238	Neurological Impress Method (8 pages)	T
239	Phonics for Literacy - The Silent Way (2 pages)	T
240	Pre-Literacy Activities for ESL (15 pages)	T
241	Pre-Literacy Definition (paper - 10 pages)	T
242	Reading by Don Knapp (an article - 2 pages)	T
243	Reading Activities Schedule (suggested - 1 week) (1 page)	T
244	Reading Comprehension and Alingustic Knowledge (1 page)	T
245	Reading Habits Inventory (1 page)	T
246	Reading Instruction for LEP Students (15 pages)	T
247	Reading Skills for Basic Literacy (ESL article - 4 pages)	T
248	Reading Skills Checklist (6 pages)	T
249	Sight Word Instruction (2 pages)	T
250	Story Follow-Ups for Literacy Students (2 pages)	T
251	Strip Story - How to (5 pages)	T
252	Techniques for Teaching Phonics (19 pages)	T
253	Ten Different Ways To Teach Reading (2 pages)	T
254	Testing for Literacy (2 pages)	T
255	Using the Newspaper to Teach Reading (2 pages)	T
256	What Fluent Readers Need to Know (ESL-10 pages)	T
257	Word Lists- please indicate your specific need	T
258	Word Manipulation - possible procedures (1 page)	T
259	Word and Sentence Order - Activities (5 pages)	T
260	Materials for an Adult ESL Program - A Suggested List (29 pages)	T

Number	Title	Audience
261	Materials for the Whole Learner by Earl Stevick (a paper 21 pages)	T
262	Model Components Concerning ESL Programs (11 pages)	T
263	Multi Level Classroom - What Goes On? (20 pages)	T
264	Needs Assessments for Students - Please indicate your specific needs in this area	T
265	New ESL Teachers - An In-Service Session (31 pages)	T
266	Newspapers in ESL (1 page)	T
267	Notional Functional Look at Natural Communication (1 page)	T
268	Notional Functional Approach to ESL	T
269	Objectives for Adult ESL Classes - Please indicate your specific needs in this ares	T
270	Organizing an ESL Program (34 pages)	T
271	Outstanding Foreign Lang Teachers Characteristics (a list - 1 page)	T
272	Physical Interaction with Cue Cards In The Classroom (5 pages)	T
273	Program Design Considerations for ESL (17 pages)	T
274	Pronu .ciation Lessons (18 pages	T
275	Refugee Agency Resources and Info Guide (1 page)	T
276	Refugees, Immigrants and Adult Educatio Examing the Realities (6 pages)	T
277	Refugee Resources Availab (8 pages)	T
278	Refugee Statistics 1981 (2 pages)	T
279	Refugees Who Are Studying English - Some Information and Suggestions (10 pages)	T
280	Science in ESL, The Teaching of (2 pages)	T
281	Silent Way (4 pages)	T
282	Skills Check List (level I - 2 pages)	T

Number	Title	Audience
283	Songs and ESL (2 pages)	T
284	Speaking Skills, Teaching of (5 pages)	T
285	Spelling and ESL, Techniques (article - 7 pages)	T
286	Suggestopedia (an article - 5 pages)	T
287	Survival Skills Outline (curriculum - 10 pages)	T
288	Teaching Approaches to Second Language Teaching (9 pages)	T
289	Teaching ESL to Adult Education Students (15 pages)	T
290	Teaching ESL - Basic Steps (13 pages)	T
291	Teaching and Learning ESL - Four Phases (19 pages)	T
292	Techniques for ESL (3 pages)	T
293	Theories of Lang. Learning	T
294	Tips for Teaching ESL (2 pages)	T
295	Total Physical Response - Methods and Materials	T
296	Tutor's Guide for ESL (13 pages)	T
297	Updating a Stereotype (article - 6 pages)	T
298	VESL - Vocational ESL	T
299	Writing Skills for Adult ESL Students - A List of Objectives (1 page)	T
300	Writing Activities by Level (30 pages)	T
301	Writing - Procedures for Teaching (2 pages)	T
302	Writing - The Teaching of (16 pages)	T

VOC. ED.

Numbers	Title	No. of Pgs.
1	A Desk Aid To Employment Interviewing	5
2	Answering A Business Phone	4
3	Career Inventory Test	11
4	Career In Personnel and Industry	2
5	Checking Application Forms What the employer looks for....	
6	Coding Speed Test A Test to see how quickly and accurately you can assign code numbers (ans. key)	8
7	Crossword Puzzles Want Ads Finding out about your interest Helping and Guiding People Serving The Public II	1
8	Filing Instructions Work Sheet	1
9	Fixing The Odds When Hustling A Job Suggestions/Activities	13
10	Health Careers	1
11	Highlights of Indiana's Industry and Occupational Employment Projects - 1974-1985	Booklet
12	How Much Do You Like Yourself Self Help Quiz	1
13	How's Your Job Hunting ESP? A Quick Quiz	2
14	How To Get That Job	1
15	Interpersonal Bill of Rights	2
16	Interview Check List	1
17	Job Application Practice Form and Student Guide	2
18	Job Descriptions Construction and Engineering Education and Social Service Communications and The Arts Business Administration Mechanics And Crafts	

Number	Title	No. of Pgs.
18	Health Marketing Manufacturing Science and Agriculture Services and Transportation	
19	Job Descriptions Approximately 100	10
20	Job Forecasting Questionaire	1
21	Job Performance Evaluation Interpreted (Humorous)	
22	Job Seeking Reminders	2
23	Job Skill Chart	3
24	Largest Employers In Indianapolis With Employment of 250 or more in Marion County.	1
25	Leadership Achievement Test A check on students following directions	1
26	Lawful And Unlawful Job Interview Questions	1
27	My Full Picture Chart Winning Strengths Chart	2
28	Occupational Briefs Work Processing Specialist Animal Scientists Biomedical Equipment Technicians Computer Service Technicians Conservation Officers Diesel Mechanics Electronic Technicians Industrial Hygienists Mining Engineers Missionaries Plumbers Tailors Western Treatment Plants Operators	
29	Personal Data Sheet Guidelines	2
30	Personal Inventory Forms	2
31	Personal Preference Check List	2
32	Preferential Career Aspect Measure	1
33	Questions Often Asked By Employers	2
34	References Tips and Format	1

Numbers	Title	No. of Pgs.
35	Resume (Form)	1
36	Rules and Regulations of My Job Work Sheet	4
37	Salesmanship A Prelude To Job Interviewing	2
38	Sample Application Forms	2
39	Self Directed Search A Guideline to Educational and Vocational Planning	Booklet
40	Suggestions for Filling Out Application Forms	1
41	Target Job Tax Credit Information	1
42	Teledrama Role Playing Situations	1
43	Typical Interview Questions	2
44	What Workers Want,.....	2
45	Your Career Script Check List	5

PROJECT UPDATE

ABE REQUEST FOR INFORMATION FORM

NAME_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

PHONE_____

THE FOLLOWING IS REQUESTED:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PLEASE MAIL TO:

PROJECT UPDATE
TIMMIE STEINBRUEGGE, COORDINATOR
1102 NORTH WEST ST.
IND.ANAPOLIS, IN 46202

APPENDIX E

WANTED: ONE IDEA

BRIGHT IDEAS

ABE IDEA BANK

WILL YOU SHARE YOUR GOOD IDEAS?

PROJECT UPDATE WOULD LIKE TO ESTABLISH AN ABE IDEA BANK IN THE FORM OF AN INFORMATION EXCHANGE, WHEREBY YOUR GOOD IDEAS, TECHNIQUES AND METHODS WOULD BE MADE AVAILABLE TO OTHER ABE PERSONNEL IN INDIANA.

THE MATERIALS WILL PROVIDE CLASSROOM TEACHERS AND AIDES WITH A READILY ACCESSIBLE SOURCE OF PRACTICAL TEACHING TECHNIQUES COLLECTED FROM PRACTITIONERS IN THE FIELD--FROM YOU!

SUBJECT AREA: _____

TOPIC: _____

CONTRIBUTOR: _____

LEVEL: _____

PURPOSE: _____

_____

_____

MATERIALS NEEDED: _____

_____

_____

PROCEDURE:

APPENDIX F

A.B.E. Information Center

PROJECT UPDATE QUESTIONNAIRE

1. I am familiar with the goals of Project Update. yes ✓ no ___

2. I feel that the major objectives are being met. yes ✓ no ___

3. I feel that the continuation of this service to ABE personnel in central Indiana is a valuable and viable project. yes ✓ no ___

4. I am willing to participate in the project for FY 82-83 if funded. yes ✓ no ___

5. I have ideas about how you can serve ABE teachers better and am willing to communicate them to you. yes ___ no ✓

6. The thing I think most useful is ___ You're doing fine!

___.

7. I would like to change ___

___.

General Comments:

I would not have "survived" this first year in ESL without Project Update! The materials have been most valuable & have guided me every step of the way.

Name: Kathryn W. Burke Program: IPS

1102 N. West St. Indianapolis, Indiana 46202 (317) - 266-4850

A.B.E. Information Center

PROJECT UPDATE QUESTIONNAIRE

1. I am familiar with the goals of Project Update. yes ✓ no ___

2. I feel that the major objectives are being met. yes ✓ no ___

3. I feel that the continuation of this service to ABE personnel in central Indiana is a valuable and viable project. yes ✓ no ___

4. I am willing to participate in the project for FY 82-83 if funded. yes ✓ no ___

5. I have ideas about how you can serve ABE teachers better and am willing to communicate them to you. yes ___ no ___

6. The thing I think most useful is _____
The resources that you have provided.

7. I would like to change _____
_____.

General Comments:

I feel that this is probably one of the most sensible projects in a long time!!! Our money is not wasted on this.

Name: Richard D. Hueg, Ed. S. Program: Title I

1102 N. West St. Indianapolis, Indiana 46202 (317) - 266-4850

A.B.E. Information Center

PROJECT UPDATE QUESTIONNAIRE

1. I am familiar with the goals of Project Update. yes ✓ no ___

2. I feel that the major objectives are being met. yes ✓ no ___

3. I feel that the continuation of this service to ABE personnel in central Indiana is a valuable and viable project. yes ✓ no ___

4. I am willing to participate in the project for FY 82-83 if funded. yes ✓ no ___

5. I have ideas about how you can serve ABE teachers better and am willing to communicate them to you. yes ✓ no ___

6. The thing I think most useful is the state newsletter.

7. I would like to change I have heard about, and [illegible] be published more often.

General Comments:

It's about time ABE personnel have a credible "mouthpiece" for spotlighting our teachers, highlighting new publications, and idea-sharing among us. I couldn't be more supportive of your efforts. Keep up the good work. We need [illegible].

Name: Marilyn Sticks
Program: Shirley Green Learning Center
1102 N. West St. Indianapolis, Indiana 46202 (317) - 266-4850